



Grade 7

English Language Arts

Item Specifications

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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. [Priority standards appear in blue in this document.](#)

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 7 English Language Arts Priority Standards

Reading Literary Text

Grade 7 English Language Arts: Priority Standard		7.RL.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Inferences must be based on text and not require prior knowledge of content. Classroom Resource Suggestion(s): Teach students how to compose short constructed responses. A suggestion would be to use the RACE (restate, answer, cite text evidence, elaborate/explain) strategy. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Part A—Choose the best explanation for why ____. Part B—Which detail from the passage supports the answer in part A? Which sentence from the passage best supports the inference ____? Which inference/conclusion about ____ is supported by the passage? Provide evidence to justify your answer.

Grade 7 English Language Arts: Priority Standard		7.RL.1.B
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
Expectation Unwrapped <ul style="list-style-type: none"> The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. 		DOK Ceiling – 2 Item Format Selected Response, Technology Enhanced Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries <ul style="list-style-type: none"> When assessing figurative meaning, items need to provide enough context so students can comprehend the meaning of the words and phrases that comprise the figurative language techniques and the impact they have on the understanding of the text. 		Sample Stems <ul style="list-style-type: none"> What is the intended meaning of the phrase [QUOTE THAT INCLUDES FIGURATIVE LANGUAGE] within the passage? To keep the same connotation, which word could the word ____ be changed to? In paragraph ____, what does the phrase ____ mean? Highlight the text in the passage that helps determine the meaning. Read the sentence. [SENTENCE] What evidence helps the reader understand the meaning of the word ____? [DICTIONARY DEFINITION OF A WORD.] Which definition best conveys the meaning of ____ as it is used in the text? What is the meaning of the author’s use of the word ____ in lines ____–____? The prefix <i>a-</i> means “not.” As it is used in the passage, the word <i>atypical</i> means ____.

Grade 7 English Language Arts: Priority Standard		7.RL.1.D	
1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader)		
	Summarize/Theme		
	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
<ul style="list-style-type: none">• The student will determine the theme(s) of a text. (PRIORITY)• The student will explain the relationship between the themes and the supporting evidence of a text. (PRIORITY)• The student will summarize a text distinct from personal opinions.		<u>Item Format</u>	
		Selected Response, Constructed Response, Technology Enhanced	
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, visual arts Text complexity will increase both qualitatively and quantitatively through the grade levels.	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
<ul style="list-style-type: none">• Only the beginning of this standard is a Priority Standard. “Summarize the text distinct from personal opinions” is not a Priority Standard.• Items should not ask students to arrange information sequentially.		<ul style="list-style-type: none">• Part A—What is the overall theme of the passage? Part B—Which sentence from the passage best supports this theme?• Explain the theme of _____. How does the author develop the theme over the course of the passage? Use details from the passage to support your answer.• Analyze the characters’ actions that support the theme of _____.• Select the sentence from the paragraph that best reflect the theme of the passage.• Read the summary of the text. One key event/idea is missing. Which key event/idea is missing?• Read the summaries of the passage. Which summary is the most objective and free of personal opinion?	

Grade 7 English Language Arts: Priority Standard		7.RL.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer)	
	Point of View	
	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how an author develops the points of view (perspective) of different characters or narrators in a text. The student will analyze how an author contrasts the points of view (perspective) of different characters or narrators in a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> The term <i>point of view</i> is used synonymously with the term <i>perspective</i>. In literary text, point of view/perspective is how the narrator perceives what is happening in the story. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Select the most likely reason the author decided to tell the story from ____’s point of view. How does the author develop the different points of view of [CHARACTER A and CHARACTER B]? How does the perspective of [CHARACTER A] differ from [CHARACTER B]? Select the two sentences that best show how the perspectives of [CHARACTER A and CHARACTER B] have changed by the end of the passage.

Grade 7 English Language Arts: Priority Standard		7.RL.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze how specific word choices contribute to meaning and tone.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how specific word choices contribute to meaning in a text. The student will analyze how specific word choices contribute to tone in a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Text pieces/items should provide enough context for student to comprehend the meaning, function, and/or purpose of specific word choices and how the word choices impact understanding of the text. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Part A—What is the tone of the passage? Part B—Highlight the words in paragraph ____ that help develop this tone. How does the author’s use of figurative language in line ____ contribute to the meaning? How does the word ____ contribute to the meaning of the passage? Read the sentence from the passage. [SENTENCE] Which statement best expresses the tone created by the word choice in the sentence?

Grade 7 English Language Arts: Priority Standard		7.RL.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Interaction and Meaning Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how the setting, characters, and plot of a text affect each other. The student will analyze how the setting contributes to meaning in a text. The student will analyze how the characters contribute to meaning in a text. The student will analyze how the plot contributes to meaning in a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> Select the statement that shows how the character’s development contributes to the meaning of the text. How does the character’s ____ contribute to the meaning of the passage? How do the location and time period lead to a better understanding of the character’s actions? Select the statement that shows how the plot/setting contributes to the meaning of the text.

Reading Informational Text

Grade 7 English Language Arts: Priority Standard		7.RI.1.A
1 A MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Evidence/Inference Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will draw conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will make inferences by citing several pieces of textual evidence to support analysis of what the text says explicitly. The student will cite several pieces of textual evidence when analyzing what the text says explicitly as well as inferences drawn from the text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, infographics, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Inferences must be based in text and not require prior knowledge of content. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Which piece of text evidence best supports the inference/conclusion that ____? Which sentence from the passage helps the reader understand ____? Part A—Which statement best describes/explains ____? Part B—Which two sentences from the passage best support the answer in part A? Which sentence best supports the author’s claim that ____?

Grade 7 English Language Arts: Priority Standard		7.RI.1.B
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Word Meanings Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will determine the meaning of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the figurative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the connotative meanings of words and phrases as they are used in a text using context, affixes, or reference materials. The student will determine the content-specific meanings of words and phrases as they are used in a text using context, affixes, or reference materials. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> When assessing figurative meaning, items need to provide enough context so that students can comprehend the meaning of the words and phrases that comprise the figurative techniques and how they impact understanding of the text. Stimulus materials should provide enough context for student to comprehend the figurative, connotative, and/or content-specific meaning of the words and phrases as they are used in a text. 		<u>Sample Stems</u> <ul style="list-style-type: none"> To keep the same connotation, the word ____ can be changed to which other word? In the paragraph, select the meaning of the phrase _____. Highlight the text from the passage that helps determine the meaning. Which word or words help clarify the meaning of _____? Select the best word that could be used to replace the underlined word. [DICTIONARY DEFINITION OF A WORD.] Which definition best conveys the meaning of _____ as it is used in the text?

Grade 7 English Language Arts: Priority Standard		7.RI.1.C
1 B MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will interpret visual elements of a text, including those visual elements from different media. The student will draw conclusions from the visual elements of a text presented in different media. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> How does the [VISUAL ELEMENT] help develop the central idea? Based on [VISUAL ELEMENT], what conclusion can the reader draw about ____? Based on information from the chart, [EXAMPLE: HOW MANY HOURS OF SLEEP] is necessary/unnecessary for ____? Which information in the chart best supports the author’s statement that [QUOTE]? What information does the [VISUAL ELEMENT] add to/expand on that is not provided in the text?

Grade 7 English Language Arts: Priority Standard		7.RI.1.D
1 D MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Summarize/Claim Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	
Expectation Unwrapped <ul style="list-style-type: none"> The student will explain the central/main idea(s) of a text. (PRIORITY) The student will explain the relationship between the central/main idea(s) and supporting evidence of a text. (PRIORITY) The student will summarize a text distinct from personal opinions. 		DOK Ceiling – 3
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries <ul style="list-style-type: none"> Only the beginning of this standard is a Priority Standard. “Summarize the text distinct from personal opinions” is not a Priority Standard. Items should not ask students to arrange information sequentially. 		Sample Stems <ul style="list-style-type: none"> Which two pieces of evidence best support the central idea of the text? Which statement describes a central/main idea in ____? Complete the table by putting check marks in the appropriate boxes to match the textual evidence to the central/main idea. Read the summary of the text. One key event/idea is missing. Which key event/idea is missing? From the choices below, select the summarizing sentence that is most objective.

Grade 7 English Language Arts: Priority Standard		7.RI.2.B
2 B MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Point of View Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how an author develops his/her point of view (perspective) and distinguishes it from those of others in a text. The student will analyze how an author develops his/her purpose and distinguishes it from those of others in a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Note: point of view and perspective are used synonymously. 		<u>Sample Stems</u> <ul style="list-style-type: none"> With which statement would the author most likely disagree? How does the author share a personal opinion in this passage? What is the author’s purpose in writing this passage?

Grade 7 English Language Arts: Priority Standard		7.RI.2.C
2 C MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Craft and Meaning Analyze how word choice contributes to meaning and tone.	
Expectation Unwrapped <ul style="list-style-type: none"> The student will analyze how word choice contributes to meaning in a text. The student will analyze how word choice contributes to tone in a text. 		DOK Ceiling – 3
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries <ul style="list-style-type: none"> Stimulus material should provide enough context for student to comprehend the meaning, function, and/or purpose of the specific word choices and how the word choice impacts understanding of the text. 		Sample Stems <ul style="list-style-type: none"> How does the use of [SPECIFIC WORD CHOICE] impact the meaning and tone of the text? The tone of the passage is _____. Highlight three phrases in the text that help develop this tone. How does the author's word choice in paragraph _____ contribute to the meaning/tone of the text? How does the repetition of the word _____ contribute to the overall meaning of the text/overall tone?

Grade 7 English Language Arts: Priority Standard		7.RI.2.D
2 D MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Argument/Evidence Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will evaluate an author's argument in a text. The student will assess whether the reasoning in a text is sound (valid). The student will assess whether the evidence in a text is relevant and sufficient to support the claims in a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> Which statement provides relevant evidence to support the author's claim? Highlight two sentences in the text that best support the author's claim that ____. Which evidence from the text clarifies the author's argument in paragraph ____? Does the author present sufficient evidence to support the claim that ____? Why or why not? Which claim by the author is best supported by evidence? Highlight two sentences in the paragraph that best support the author's claim that _____. Which claim is not supported by the text?

Grade 7 English Language Arts: Priority Standard		7.RI.3.A
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Texts/Forms Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will compare and contrast information presented in different media. The student will analyze how the techniques unique to each medium contribute to meaning. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Media forms such as Internet, video, audio, graphics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> For state testing, text could include print combined with screenshots of digital (web page). 		<u>Sample Stems</u> <ul style="list-style-type: none"> After reviewing print, digital, video, and/or multimedia presentations on the same topic, identify the advantages and disadvantages of each medium. Select evidence from each source to support your answer.

Grade 7 English Language Arts: Priority Standard		7.RI.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships/ Texts Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	
Expectation Unwrapped <ul style="list-style-type: none"> The student will compare and contrast how two or more authors writing about the same topic make decisions about craft. The student will compare and contrast how two or more authors writing about the same topic make decisions about structure. 		DOK Ceiling – 3
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries <ul style="list-style-type: none"> Author’s craft includes techniques that an author uses to support his/her style of writing (e.g., figurative language, tone, sequence of events, humor, etc.). 		Sample Stems <ul style="list-style-type: none"> How does the information in the first passage differ from the information in the second passage? What contrast can be made between the two paragraphs? What is the most likely reason [AUTHOR A] used cause-and-effect structure to cover [TOPIC] instead of chronological order as used by [AUTHOR B]?

Writing

Grade 7 English Language Arts: Priority Standard		7.W.1.A.a
1 A MLS a	Approaching the Task as a Researcher Research Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will conduct research to answer a question. The student will gather relevant print and digital sources. The student will integrate information using a standard citation system. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Items should not assess a specific standard citation system. 		<u>Sample Stems</u> <ul style="list-style-type: none"> A student is conducting research on _____. Which research question would best guide the student’s research? A student has written the following overly broad paragraph. [OVERLY BROAD IN FOCUS PARAGRAPH] Which research question would help narrow the topic appropriately? Students are trying to support the claim that _____. Which research question would help them support the claim? A student found sources for a report about _____. Place a check mark beside each source in the table to indicate whether it is relevant or not relevant to the topic. A student is writing an argumentative report to support the claim that _____. Which source would provide the most relevant information for the student to use in the report? Read the quote from a text written by [AUTHOR’S NAME] about _____. [QUOTE] What is the correct way to incorporate the quote into a research paper?

Grade 7 English Language Arts: Priority Standard		7.W.1.A.b	
1 A MLS b	Approaching the Task as a Researcher		
	Research		
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
<ul style="list-style-type: none">• The student will gather relevant information from multiple print and digital sources.• The student will use search terms effectively.• The student will assess the credibility of multiple print and digital sources.• The student will assess the accuracy of multiple print and digital sources.• The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.• The student will follow a standard format for citation.		<u>Item Format</u>	
		Selected Response, Technology Enhanced	
		<u>Text Types</u>	
		Text complexity will increase both qualitatively and quantitatively through the grade levels.	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
<ul style="list-style-type: none">• Items should not assess a specific standard citation system.		<ul style="list-style-type: none">• A student is researching _____. The student found two sources and wants to know whether they are accurate. Read the quote from Source A. [QUOTE] Read the paragraph from Source B and select the sentence that shows that the quote from Source A may NOT be accurate. [SOURCE B]• A student took notes about _____ from two sources. Choose the note that correctly paraphrases, or restates, information from both sources.• A student is writing a report about _____. Read the source the student found. [SOURCE] The student wants to include information from the source in the report but does not want to plagiarize the author’s ideas. Read the paragraph from the student’s report. [PARAGRAPH] Select the sentence(s) in the paragraph that is/are plagiarized.• A student is writing a research report about _____. Read the student’s research report plan. [RESEARCH REPORT PLAN] Read the paragraph from a source. [SOURCE] Select the sentence containing information that best supports the student’s claim.• A student took notes about _____ for a report. The student plans to write one paragraph with the claim _____. Which note is most relevant in supporting the claim?• Students are researching [TOPIC]. Which search terms would most likely return relevant results for the topic?• A student is writing an essay about _____. The student found several sources for the essay. Which source or sources would provide the most relevant and credible information about the topic?• A student is reviewing websites for research about _____. Which details from each website indicate whether the site is credible or not credible?• A student is writing a research report about _____. Read the source the student found. [SOURCE] Select the claim the author makes that is NOT credible.	

Grade 7 English Language Arts: Priority Standard		7.W.2.A.a
2 A MLS a	Approaching the Task as a Writer Development Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.	
	<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will follow a writing process to develop narratives, including poems. The student will produce clear and coherent narrative writing with development, organization, style, and voice. The student will produce narrative writing appropriate to the task, purpose, and audience. The student will develop narrative writing using narrative writing techniques. The student will develop narratives, including poems, about real or imagine experiences, with clearly identified characters, well-structured event sequences, and relevant descriptive details. 	<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
	<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Student should be assessed for narrative techniques that have been taught K–5 with the application of these techniques increasing qualitatively and quantitatively through the grade levels. This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf 	<u>Sample Stems</u> <ul style="list-style-type: none"> Write a narrative for your teacher about _____. Include narrative elements, such as sensory details, dialogue, figurative language, and description, as appropriate in your writing. Use details and ideas from the passage in your narrative. A character is applying for a job or admission to a college. Write a narrative account of an experience that demonstrates the qualities that make the character a good candidate and explains why the character should be chosen for the job or admission to the college.

Grade 7 English Language Arts: Priority Standard		7.W.2.A.b
2 A MLS b	Approaching the Task as a Writer	
	Development	
	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	
	Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
<ul style="list-style-type: none">• The student will follow a writing process to develop expository writing.• The student will produce clear and coherent informative/explanatory writing with development, organization, style, and voice.• The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.• The student will produce informative/explanatory writing using expository techniques.• The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.• The students will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.		<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none">• The application of expository writing techniques should increase qualitatively and quantitatively through the grade levels.• Item types must contain all needed information in order to produce the expository essay; no prior knowledge of the expository topic should be necessary.• This standard can be assessed using the state and/or district scoring guide. https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf		<ul style="list-style-type: none">• Write an informative essay for your teacher that ____ and explains how/why _____. Be sure to include details and examples from the passage to support your ideas.• Write an informative essay for someone who _____. Describe _____ for this person. Be sure to include details and examples from the passage to support your ideas.• Are we too dependent on technology? If technology suddenly became unavailable, would society be unable to function? Write an informative essay that explains whether people are becoming too dependent on technology.

Grade 7 English Language Arts: Priority Standard		7.W.2.A.c
2 A MLS c	Approaching the Task as a Writer Development Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.	
	<u>Expectation Unwrapped</u>	<u>DOK Ceiling – 3</u>
	<ul style="list-style-type: none"> The student will follow a writing process to develop argumentative writing. The student will produce clear and coherent argumentative writing with development, organization, style, and voice. The student will produce argumentative writing appropriate to the task, purpose, and audience. The student will develop argumentative writing using argumentative techniques. The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence. The student will develop argumentative writing by acknowledging counterclaims. The student will develop argumentative writing by establishing relationships between claims and supporting evidence. 	<u>Item Format</u> Writing Prompt
		<u>Text Types</u>
	<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> The application of argumentative writing techniques should increase qualitatively and quantitatively through the grade levels. Item types must contain all needed information in order to produce the argument; no prior knowledge of the argument's topic should be necessary. This standard can be assessed using the state scoring guide. https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-argumentative-grades-6-8.pdf 	<u>Sample Stems</u> <ul style="list-style-type: none"> Write an argumentative essay for your teacher stating your claim about _____. Be sure to state your claim, address the counterclaim, and use evidence from the passage to support your argument.

Grade 7 English Language Arts: Priority Standard		7.W.3.A.a
3 A MLS a	Approaching the Task as a Reader	
	Revise and Edit	
	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
<ul style="list-style-type: none">• The student will review, revise, and edit writing with consideration for the task, purpose, and audience.• The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.• The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.• The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience.• The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none">• The organization and content of the writing should increase qualitatively and quantitatively through the grade levels.• Aspects of this expectation are more appropriately assessed using certain item formats (e.g., organization, introduction, and conclusion can be assessed by selected response, but “maintaining a clear focus throughout the text” should be assessed by constructed response/performance event).		<ul style="list-style-type: none">• Which sentences should be deleted/added to clarify meaning?• Which sentence would make the best introduction?• A student has written a draft essay about _____. Read the draft. Which two sentences should be removed to give the paragraph a clearer focus?• A student has written a paragraph about _____. Read the draft. Which subheading would best introduce the paragraph?• Which sentences would be the best introductory and concluding sentences for the paragraph?• Choose two sentences the author could omit without changing the purpose of the passage.

Grade 7 English Language Arts: Priority Standard		7.W.3.A.b
3 A MLS b	Approaching the Task as a Reader	
	Revise and Edit	
	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
<ul style="list-style-type: none">• The student will review, revise, and edit writing with consideration for the task, purpose, and audience.• The student will choose appropriate, precise language for the style, task, and audience.• The student will convey the relationship among ideas through varied sentence structures appropriate for the task, purpose, and audience.		<u>Item Format</u>
		Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none">• The application of word choice, syntax, and style should increase qualitatively and quantitatively through the grade levels.• Sentence structures include simple sentences, compound sentences, complex sentences, compound-complex sentences, and deliberate fragments. (Identification of sentence types is not the intent of the standard.)		<ul style="list-style-type: none">• Choose the language that adds precise language to the passage.• Select the best sentence to replace the underlined sentence and maintain the tone and style.• Which sentence would provide the best conclusion?• Select the most precise word to complete the sentence within the student’s report.• Choose the best way to combine the underlined sentences so that sentence structure is varied.

Grade 7 English Language Arts: Priority Standard		7.W.3.A.c
3 A MLS c	Approaching the Task as a Reader	
	Revise and Edit	
	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will review, revise, and edit writing with consideration for the task, purpose, and audience.• The student will demonstrate a command of the conventions of standard English grammar in a text.• The student will demonstrate a command of the conventions of standard English usage in a text.• The student will demonstrate a command of spelling in a text.• The student will demonstrate a command of punctuation in a text.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Constructed Response, Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• The application of the effective use of the conventions of Standard English and usage should increase qualitatively and quantitatively through the grade levels.• On a large scale assessment, this expectation can only be assessed through a writing prompt or constructed response item.		<u>Sample Stems</u>

Grade 7 English Language Arts: Priority Standard		7.W.3.A.d
3 A MLS d	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will review, revise, and edit writing with consideration for the task, purpose, and audience. The student will use effective transitions to clarify relationships appropriate for the task, purpose, and audience. The student will use effective transitions to connect ideas and claims appropriate for the task, purpose, and audience. The student will use effective transitions to signal time shifts appropriate for the task, purpose, and audience. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Writing complexity, including the application of transitions, should increase qualitatively and quantitatively through the grade levels. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Which transitional word or phrase best replaces the original word or phrase without changing the meaning of the sentence? A student has written an informative paragraph that needs revision. [PARAGRAPH] Read the paragraph. Which transition would best complete the paragraph? A student is writing a counterclaim in an argument. [COUNTERCLAIM] Read the counterclaim and decide which transitional word or phrase would be appropriate to fill the blank. Read the paragraph. [PARAGRAPH] Which transitional word or phrase would best link the second and third sentences while maintaining chronological order?

Speaking/Listening

Grade 7 English Language Arts: Priority Standard		7.SL.1.B
1 B MLS	Collaborating Questioning Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will delineate a speaker’s argument and claims. The student will evaluate reasoning of the speaker. The student will pose questions that elicit elaboration and that bring the discussion back on topic as needed. The student will respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 		<u>DOK Ceiling – 3</u> <u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt <u>Text Types</u> Media, audio, and/or audio-visual clips
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> The collaboration component is locally assessed. This expectation must be assessed with a media/audio component; otherwise, it becomes a reading assessment item. This expectation can only be partially assessed within a state assessment by asking the student to delineate a speaker’s argument and to pose questions. Stimulus must have a clear claim. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Part A—Which conclusion does the presentation support? OR Which statement best expresses the speaker’s claim? Part B—Which evidence from the presentation best supports the answer in part A? Based on information from the presentation, which argument and question would elicit elaboration? Which statement from the presentation is relevant/irrelevant to the argument? What conclusion does the presentation support? What is the speaker’s opinion/attitude about ____? Which conclusion would the speaker support? With which statement would the speaker most likely agree? How does the speaker reveal ____? Why does the speaker mention ____? How does the speaker support the claim in the presentation? How does [EVIDENCE] add to the presentation? Which sentence accurately describes details from the presentation?

Grade 7 English Language Arts: Priority Standard		7.SL.1.C
1 C MLS	Collaborating Viewpoints of others Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will acknowledge new information expressed by others, including those presented in diverse media. The student will, when warranted, qualify or justify his/her own views in light of evidence presented from other's viewpoints. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced, Writing Prompt
		<u>Text Types</u> Media, audio, and/or audio-visual clips
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> The collaboration component is locally assessed. This expectation has to be assessed with a media/audio component; otherwise, it becomes a reading assessment item. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Which additional information could the speaker offer that would most help listeners apply the ideas in the presentation to their lives? Which question about the presentation remains unanswered?

Grade 7 English Language Arts Content Standards

Reading Literary Text

Grade 7 English Language Arts: Content Standard		7.RL.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will interpret the visual elements of a text. The student will draw conclusions from the visual elements of a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels, film/video scripts, music lyrics, visual art Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u> <ul style="list-style-type: none"> How does [VISUAL ELEMENT] add to a reader's understanding of the character/theme/conflict/setting? Based on [VISUAL ELEMENT], what conclusion can the reader draw about ____? How does [VISUAL ELEMENT] contribute to the meaning of the passage?

Grade 7 English Language Arts: Content Standard		7.RL.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how a particular sentence contributes to meaning in a text. The student will analyze how a particular chapter contributes to meaning in a text. The student will analyze how a particular scene contributes to meaning in a text. The student will analyze how a particular image contributes to meaning in a text. The student will analyze how a particular stanza contributes to meaning in a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels, film/video scripts, music lyrics, visual art Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Any element assessed must be an integral part of a text: climax, setting, point of view, characterization, etc. “Image” refers to a photo, sketch, etc.; it does not refer to the author’s description. 		<u>Sample Stems</u> <ul style="list-style-type: none"> How does [SENTENCE, CHAPTER, SCENE, STANZA, REPEATED STANZA, IMAGE] contribute to the overall meaning of the passage? Which statement best describes how paragraph ____ contributes to the overall meaning of the text? How do the last two lines of ____ contribute to the meaning of the passage? What is the most likely reason the author decided to include the image with [SENTENCE, STANZA, CHAPTER]?

Grade 7 English Language Arts: Content Standard		7.RL.3.A
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Text in Forms Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will compare and contrast the experience of reading a story to listening to or viewing an audio, video, or live version of the same text. The student will compare and contrast the experience of reading a drama to listening to or viewing an audio, video, or live version of the same text. The student will compare and contrast the experience of reading a poem to listening to or viewing an audio, video, or live version of the same text. The student will note how a performance impacts personal interpretation. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u> <ul style="list-style-type: none"> How do the different performances of ____ impact the reader’s understanding of ____? How does the author’s decision to include/remove a scene impact the reader’s understanding of ____? To what extent does the film/production stay faithful to the text/script? Explain whether the choices made by the director were effective. Use evidence from both versions in your answer. How are the story and video alike and different in their approaches to ____? Which is more effective? Explain why, using evidence to support your answer.

Grade 7 English Language Arts: Content Standard		7.RL.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Relationships in Texts Compare and contrast texts in different genres that address similar themes or topics.	
<u>Expectation Unwrapped</u> The student will compare and contrast texts from different genres that address similar themes or topics.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic text Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> How are the story and poem alike and different in their approaches to the theme of ____? Which text is more effective in portraying this theme? Explain why, using evidence from both texts as support. Choose a sentence from the second passage that is similar to the topic or theme of the first passage. How are [HISTORICAL FICTION TITLE] and [HISTORICAL ACCOUNT OF THE SAME TIME PERIOD] alike and different in their portrayals of ____? Use evidence from both versions as support in your answer. How does [A MODERN WORK OF FICTION] draw upon the theme presented in [A MYTH OR TRADITIONAL STORY]? Use evidence from both texts to support your answer. Identify the main theme or topic from [REALISTIC FICTION TEXT] and [POEM]. How does the author develop the theme or topic in each text? Choose a sentence from each passage that identifies a similar theme or topic. Explain how the sentences are connected.

Grade 7 English Language Arts: Content Standard		7.RL.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how plot and conflict reflect historical and/or cultural contexts.	
Expectation Unwrapped <ul style="list-style-type: none"> The student will explain how plot reflects historical and/or cultural contexts in multiple texts. The student will explain how conflict reflects historical and/or cultural contexts in multiple texts. 		DOK Ceiling – 3
		Item Format Selected Response, Technology Enhanced
		Text Types Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic text Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries <ul style="list-style-type: none"> Basic information regarding historical and/or cultural contexts will need to be provided in footnotes in the stimulus material. Item must not require prior knowledge. 		Sample Stems <ul style="list-style-type: none"> How might the story have ended differently if ____? What do the conflicts in the two texts reveal about the [HISTORICAL TIME PERIOD]? <ul style="list-style-type: none"> Both texts reveal ____. Both texts reveal ____. What do the plots of the two texts reveal about the [HISTORICAL TIME PERIOD]? <ul style="list-style-type: none"> Both texts reveal ____. Both texts reveal ____. What do the plots of the two texts reveal about the culture? <ul style="list-style-type: none"> Both texts reveal ____. Both texts reveal ____. How does the historical or cultural context of the passage impact the conflict?

Grade 7 English Language Arts: Content Standard		7.RL.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<u>Expectation Unwrapped</u> The student will read and comprehend literature, including stories, dramas, and poems, independently and proficiently.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novels Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed Grade-appropriate text pieces should be used when assessing this expectation. 		<u>Sample Stems</u>

Reading Informational Text

Grade 7 English Language Arts: Content Standard		7.RI.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will interpret visual elements of a text including those from different media. The student will draw conclusions from the visual elements of a text from different media. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> How does [VISUAL ELEMENT] contribute to the development of the central idea? Based on [VISUAL ELEMENT], what conclusion can the reader draw about ____? According to the chart, [EXAMPLE—HOW MANY HOURS OF SLEEP] is necessary/unnecessary for ____? What information from the chart best supports the author’s claim that [QUOTE]? How does [VISUAL ELEMENT] contribute to the meaning of the text? Which details from [VISUAL ELEMENT] contribute to the development of the central idea?

Grade 7 English Language Arts: Content Standard		7.RI.3.A
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Texts/Forms Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will compare and contrast the experience of reading a text to listening to or viewing an audio, video, or live version of the same text. The student will note how a performance impacts personal interpretation. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Constructed Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u> <ul style="list-style-type: none"> How do the different media formats of ____ and ____ influence how [TOPIC] is portrayed? How does the media format of ____ impact the reader’s understanding of ____? How does the emphasis on ____ in both texts influence the reader’s understanding of the subject? Considering both the written text of Rev. Martin Luther King Jr.’s speech and the audio version, how does King’s delivery of the speech affect the impact of his words? Use evidence from the written text and the audio version in your response. How are the audio and video presentations alike and different in their approaches to ____? Which is more effective? Explain why, using evidence to support your response.

Grade 7 English Language Arts: Content Standard		7.RI.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how the text reflects historical and/or cultural contexts.	
Expectation Unwrapped <ul style="list-style-type: none"> The student will explain how text reflects historical context in multiple texts. The student will explain how text reflects cultural context in multiple texts. 		DOK Ceiling – 3
		Item Format Selected Response, Constructed Response, Technology Enhanced
		Text Types Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
Content Limits/Assessment Boundaries <ul style="list-style-type: none"> Basic information regarding historical and/or cultural contexts will need to be provided in footnotes in the stimulus material. 		Sample Stems <ul style="list-style-type: none"> How might the outcome of events have been different if ____? What do the two texts reveal about the [HISTORICAL TIME PERIOD]? <ol style="list-style-type: none"> Both texts reveal ____. Both texts reveal ____. What do the two texts reveal about the [CULTURAL CONTEXT]? <ol style="list-style-type: none"> Both texts reveal ____. Both texts reveal ____. Explain how the two texts reflect historical or cultural context.

Grade 7 English Language Arts: Content Standard		7.RI.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend informational text independently and proficiently.	
<u>Expectation Unwrapped</u> The student will read and comprehend multiple informational texts independently and proficiently.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Grade-appropriate text pieces should be used when assessing this expectation. 		<u>Sample Stems</u>

Writing

Grade 7 English Language Arts: Content Standard		7.W.3.A.e
3 A MLS e	Approaching the Task as a Reader Revise and Edit Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will review, revise, and edit writing with consideration for task, purpose, and audience. The student will use technology, including the Internet, to produce and publish writing appropriate to task, purpose, and audience. The student will use technology, including the Internet, to interact and collaborate with others. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced, Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Writing complexity should increase quantitatively and qualitatively through the grade levels. Using technology, including the Internet, to interact and collaborate with others will be locally assessed. 		<u>Sample Stems</u>

Speaking and Listening

Grade 7 English Language Arts: Content Standard		7.SL.1.A
1 A MLS	Collaborating Conversations Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will follow rules for discussion and decision making while collaborating. The student will track progress toward specific goals and deadlines while collaborating. The student will define individual roles as needed while collaborating. 		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed 		<u>Sample Stems</u>

Grade 7 English Language Arts: Content Standard		7.SL.2.A
2 A MLS	Presenting	
	Verbal Delivery	
	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	
	<u>Expectation Unwrapped</u>	
<ul style="list-style-type: none">• The student will speak clearly and audibly, including using appropriate volume, as appropriate to task, purpose, and audience.• The student will speak to the point as appropriate to task, purpose, and audience.• The student will use conventions of language as appropriate to task, purpose, and audience.		<u>DOK Ceiling – 4</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none">• Locally assessed• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.• In this context, to the point refers to the main idea or topic of the presentation.		

Grade 7 English Language Arts: Content Standard		7.SL.2.B
2 B MLS	Presenting Nonverbal Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	
	<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will position body to face the audience when speaking.• The student will make eye contact with listeners at various intervals when presenting.• The student will use gestures to communicate a clear viewpoint when presenting.	<u>DOK Ceiling</u> – 4
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.		<u>Sample Stems</u>

Grade 7 English Language Arts: Content Standard		7.SL.2.C
2 C MLS	Presenting Multimedia Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	
	<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will plan and deliver appropriate presentations based on task, audience, and purpose.• The student will include multimedia components appropriate to task, purpose, and audience to clarify claims, findings, and ideas within the presentation.	<u>DOK Ceiling – 4</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.		<u>Sample Stems</u>

Reading Literary Text

Grade 7 English Language Arts: Content Standard		7.RL.1.C
1 C MLS	Comprehend and Interpret Texts (Approaching Texts as a Reader) Text Features Interpret visual elements of a text and draw conclusions from them (when applicable).	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will interpret visual elements of a text. The student will draw conclusions from the visual elements of a text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Visual elements in literary text include illustrations and animations. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Based on [VISUAL ELEMENT], what conclusion can the reader draw about ____? How does the [VISUAL ELEMENT] develop the [LITERARY DEVICE]? What information does the [VISUAL ELEMENT] expand on that is not provided in the passage?

Grade 7 English Language Arts: Content Standard		7.RL.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a text's form or overall structure contributes to meaning.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how a text's form contributes to the meaning of the text. The student will analyze how a text's structure contributes to the meaning of the text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u> <ul style="list-style-type: none"> Select the statement that best describes how paragraph ____ contributes to the suspense in the passage. How does the [TEXT STRUCTURE] help advance the plot? Why did the author choose to use [TEXT STRUCTURE]? How does the author's use of [TEXT STRUCTURE] impact the reader?

Grade 7 English Language Arts: Content Standard		7.RL.3.A	
3 A MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)		
	Text In Forms		
	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.		
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>	
<ul style="list-style-type: none">• The student will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.• The student will analyze how the techniques unique to each medium contribute to meaning.		<u>Item Format</u>	
		Selected Response, Technology Enhanced, Performance Event	
		<u>Text Types</u>	
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics	
		Text complexity will increase both qualitatively and quantitatively through the grade levels.	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>	
<ul style="list-style-type: none">• Locally assessed			

Grade 7 English Language Arts: Content Standard		7.RL.3.B
3 B MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Text In Forms Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	
<u>Expectation Unwrapped</u> The student will compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter in multiple texts.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Items must not require prior knowledge; all information needed to answer item must appear within the passages. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Which statements from the history text support the authenticity of the setting established by the author in the short-story excerpt?

Grade 7 English Language Arts: Content Standard		7.RL.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how characters and settings reflect historical and/or cultural contexts.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will explain how characters reflect historical and/or cultural contexts in multiple texts. The student will explain how setting reflects historical and/or cultural contexts in multiple texts. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Basic information regarding historical and/or cultural contexts will need to be provided (e.g., in footnotes) in the stimulus material. Items must not require prior knowledge. 		<u>Sample Stems</u> <ul style="list-style-type: none"> What do the [CHARACTERS/SETTINGS] in the two texts reveal about [HISTORICAL TIME PERIOD]? <ol style="list-style-type: none"> Both A and B reveal ____. Both A and B reveal ____. How do the [CHARACTERS/SETTINGS] of [TEXT A] present a different [HISTORICAL/CULTURAL] context than that of [TEXT B]?

Grade 7 English Language Arts: Content Standard		7.RL.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	
<u>Expectation Unwrapped</u> The student will read and comprehend literature independently and proficiently in multiple texts.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction, graphic novel, scripts, lyrics Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Grade-appropriate text pieces should be used when assessing this expectation. Locally assessed 		<u>Sample Stems</u>

Reading Informational Text

Grade 7 English Language Arts: Content Standard		7.RI.2.A
2 A MLS	Analyze Craft and Structure (Approaching Texts as a Writer) Structure Analyze how a text’s organization or overall structure contributes to meaning.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will analyze how a text’s organization contributes to meaning in the text. The student will analyze how a text’s overall structure contributes to meaning in the text. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, infographs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Grade-appropriate text pieces should be used when assessing this expectation. Locally assessed 		<u>Sample Stems</u> <ul style="list-style-type: none"> How does the author’s choice of structure in paragraph ____ contribute to the overall meaning of the passage? How does the author’s conclusion of [PARAGRAPH/LINE] contribute to the overall meaning of the passage? What does the author’s use of [TEXT STRUCTURE] help the reader understand? How does the use of [TYPE OF STRUCTURE] impact the reader? How does the author’s choice of overall structure contribute to meaning? How does the author’s inclusion of the first paragraph contribute to the meaning of the passage?

Grade 7 English Language Arts: Content Standard		7.RI.3.C
3 C MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Historical Context Explain how the text reflects historical and/or cultural contexts.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will explain how multiple texts reflect historical contexts. The student will explain how multiple texts reflect cultural contexts. 		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Basic information regarding historical and/or cultural contexts will need to be provided (e.g., in footnotes) in the stimulus material. Items must not require prior knowledge. 		<u>Sample Stems</u> <ul style="list-style-type: none"> Which statement best describes the impact Dr. Martin Luther King Jr. had on the civil rights movement? Based on both passages, which statement best describes the most significant impact that ____ has on ____?

Grade 7 English Language Arts: Content Standard		7.RI.3.D
3 D MLS	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher) Comprehension Read and comprehend informational text independently and proficiently.	
<u>Expectation Unwrapped</u> The student will read and comprehend informational texts independently and proficiently.		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative, documentaries, info graphs, historical speeches, interviews, political cartoons Text complexity will increase both qualitatively and quantitatively through the grade levels.
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Grade-appropriate text pieces should be used when assessing this expectation. Locally assessed 		<u>Sample Stems</u>

Writing

Grade 7 English Language Arts: Content Standard		7.W.3.A.e
3 A MLS e	Approaching the Task as a Reader	
	Revise and Edit	
	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
	Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will review, revise, and edit writing with consideration for the task, purpose, and audience.• The student will use technology, including the Internet, to produce and publish writing.• The student will use technology, including the Internet, to link to and cite sources for a text.• The student will use technology, including the Internet, to interact and collaborate with others.		<u>DOK Ceiling – 3</u>
		<u>Item Format</u> Selected Response, Technology Enhanced, Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Writing complexity should increase qualitatively and quantitatively through the grade levels.• Using technology, including the Internet, to interact and collaborate with others will be locally assessed.		<u>Sample Stems</u>

Speaking and Listening

Grade 7 English Language Arts: Content Standard		7.SL.2.A
2 A MLS	Presenting Verbal Delivery Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> • The student will speak clearly and audibly as appropriate to the task, purpose and audience. • The student will speak to the point as appropriate to the task, purpose, and audience. • The student will speak using conventions of language as appropriate to the task, purpose and audience. • The student will use appropriate volume at an understandable pace when presenting. 		<u>DOK Ceiling – 4</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> • Locally assessed • This expectation is best assessed in conjunction with another English language arts reading or writing expectation. 		<u>Sample Stems</u>

Grade 7 English Language Arts: Content Standard		7.SL.2.B
2 B MLS	Presenting	
	Nonverbal	
	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none">• The student will position body to face the audience when speaking.• The student will make eye contact with listeners at various intervals when presenting.• The student will use effective gestures to communicate a clear viewpoint when presenting.		<u>DOK Ceiling</u> – 4
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none">• Locally assessed• This expectation is best assessed in conjunction with another English language arts reading or writing expectation.		<u>Sample Stems</u>

Grade 7 English Language Arts: Content Standard		7.SL.2.C
2 C MLS	Presenting Multimedia Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"> The student will plan and deliver appropriate presentations based on the task, audience, and purpose. The student will include multimedia components in presentations to clarify claims and findings and emphasize significant points appropriate for the task, audience, and purpose. 		<u>DOK Ceiling</u> – 4
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"> Locally assessed This expectation is best assessed in conjunction with another English language arts reading or writing expectation. 		<u>Sample Stems</u>